ENGLISH FOR TODAY

Class Two

National Curriculum and Textbook Board, Bangladesh

Preface

Primary level constructs the foundation of education. A set of well-defined targets and properly planned primary education provide strengths to the entire education system. Keeping this in mind, the primary level has been given supreme importance in the Education Policy 2010. Increasing the span and inclusiveness of the primary level, as the developed countries of the world, have been emphasised. Special attention has been given to ensure that no child's access to education is hindered by social and economic status, religion, ethnicity, or gender identity.

The National Curriculum and Textbook Board (NCTB) has implemented an integrated curriculum to update primary education. While this curriculum trails the pedagogy and the curriculum of developed countries, it also adopts traditional teaching-learning values of Bangladesh at the same time. This has enabled the education to be more life-oriented and productive. In the context of globalisation, the mental health of the children has also been specially considered in this curriculum.

Textbook is the most important component of curriculum implementation. NCTB has always borne that in mind while designing textbooks for all levels and classes including primary level. Curriculum goals and objectives have been prioritised in the writing and editing of each book. A keen eye has been kept on the diverse curiosity and capacity of the child's mind. Special importance has been given in designing the curriculum and textbooks to make teaching-learning interactive and enjoyable. It is hoped that each book will help in the balanced psycho-physical development of children through educational activities. It will support in acquiring the required skills, adaptability, patriotism and moral values at the same time.

There has been a growing need of English language proficiency in the rapidly changing, technology-driven world of the 21st century. With a view to addressing the need, the new revised textbook aims at enabling the learners to perform their day-to-day activities in any English-speaking context. As such, the textbook has been designed to facilitate their effective communication through four basic language skills, proper pronunciation, and integration of both local and global cultures, inclusiveness and skills like critical thinking, problem solving and creativity.

Special thanks to the specialists and teachers who worked intensively in writing, editing and revising the textbook. Thanks to those also who have made the textbook attractive to children through its design and illustration. This textbook has been revised to address the need in the changed context of 2024. Due to time constraints, some errors may still exist. Any constructive advice and guidance from the audience will be considered with due importance.

At the end, I wish every success of the learners for whom the book has been produced.

October 2024

Professor Dr. A K M Reazul Hassan
Chairman
National Curriculum & Textbook Board, Bangladesh

নির্দেশনা

আমাদের শিক্ষা ব্যবস্থায় প্রাথমিক স্তর থেকেই বিদ্যালয়ে ইংরেজি শেখানো বাধ্যতামূলক করা হয়েছে যেন ছোটবেলা থেকেই শিক্ষার্থীরা শ্রেণিকক্ষে ইংরেজি ভাষা ব্যবহার করে এই ভাষার চারটি দক্ষতা অর্জন করতে পারে, অর্থাৎ শিক্ষার্থীরা ইংরেজি শুনে বুঝতে পারে এবং ইংরেজি বলতে, পড়তে ও লিখতে পারে। এর ফলে শিক্ষার্থীরা ভবিষ্যতে বিশ্বায়নের এই যুগে বিভিন্ন পরিস্থিতিতে সহজ ও স্বাভাবিকভাবে ইংরেজি ভাষা ব্যবহার করে অপরের সঙ্গে ভাব বিনিময় করতে সক্ষম হবে।

আমাদের মনে রাখতে হবে, শিক্ষার্থীরা সে ভাষাই আয়ত্ত করতে সক্ষম হবে যে ভাষা তারা সব সময় তাদের চারপাশে শোনে। তাই ইংরেজি ভাষা শিখতে হলে একজন শিক্ষার্থীর জন্য প্রচুর ইংরেজি শোনা আবশ্যক। একজন শিক্ষকই পারেন শ্রেণিকক্ষে শিক্ষার্থীদের এই সুযোগ করে দিতে।

শিক্ষক প্রতিদিনের প্রয়োজনীয় কিছু ইংরেজি কথাবার্তা যেমন greetings, farewells, command, instructions ইত্যাদি শ্রেণিকক্ষে নিয়মিত ব্যবহার করবেন এবং তার মাধ্যমে শিক্ষার্থীদের সেই সব ইংরেজি শোনা ও বলার সুযোগ করে দেবেন ।

পাঠ্যপুস্তকের ছড়া, কবিতা, গল্প, কথোপকথন ইত্যাদি বেশির ভাগ বিষয়বস্তুই শিক্ষক প্রথমে জোরে জোরে স্পষ্ট ও শুদ্ধ উচ্চারণে এবং কণ্ঠস্বরের সঠিক ওঠানামা (intonation) ব্যবহার করে পড়ে শোনাবেন। শিক্ষার্থীরা তা অনুসরণ করে বলার মাধ্যমে উল্লিখিত বিষয়গুলো আয়ত্ত করতে পারবে।

English For Today পাঠ্যপুস্তকের পাঠভিত্তিক শিখন-শেখানো কার্যাবলি শ্রেণিকক্ষে কার্যকর করার সময় শিক্ষার্থীরা যেন পরস্পর বিভিন্নভাবে interact করতে পারে, শিক্ষক তা অবশ্যই নিশ্চিত করবেন। এই উদ্দেশ্যে শিক্ষক শিক্ষার্থীদের দিয়ে pairwork, groupwork, chain drill, role play ইত্যাদি করাবেন।

অনেক সময় শিক্ষকের মনে প্রশ্ন জাগে যে ক্লাসে কতখানি বাংলা ব্যবহার করা যাবে। শিক্ষকদের মনে রাখা প্রয়োজন, তিনি শ্রেণিকক্ষে যতবেশি ইংরেজি বলবেন, শিক্ষার্থীরা ততবেশি ইংরেজি শুনবে ও তা আয়ত্ত করতে সক্ষম হবে। তবে অনেক সময় দেখা যায় যে, শিক্ষকের ইংরেজিতে বলা নির্দেশনা শিক্ষার্থীরা বুঝতে পারছে না। তখন শিক্ষক একবার বাংলায় পরিষ্কারভাবে বুঝিয়ে দেবেন এবং সঙ্গে সঙ্গে একই নির্দেশনা অবশ্যই ইংরেজিতে পুনরাবৃত্তি করবেন। এর ফলে বাংলায় যা বলা হলো তা ইংরেজিতে যে ওইভাবে বলা যায়, শিক্ষার্থীরা নিজের অজান্তেই বুঝতে শিখবে।

Contents

Greetings, Introductions and Farewells

Greetings

A. **Warm up. Stand in a circle and play the game 'Hello'. Follow the instructions of your teacher.**

B. **Listen to the conversation between the two students Fatiha, and Ashim. Then listen and repeat.**

Fatiha: Good moring. What's your name, please?
Ashim: Good morning. My name's Ashim.
Fatiha: Thank you. Where do you live, Ashim?
Ashim: I live near the Town Hall.
How about you?
Fathia: I live in Ukil para.
Ashim: Oh, that's quite far away.

C. Listen and repeat. Use your information in the blanks.

A: Hello!

B: Hello!

A: I'm .... What's .... name?

B: My name is ....

A: Where do you live?

B: I live in ....

D. Work in pairs.
Complete the conversation below.

A: Good morning. What's your name?

B: Good morning. My name's . .. .

A: Thank you. And where do .... live?

B: I live in ....?

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Introductions

A. Listen and repeat.

Fatiha: Hello Ashim. How are you today?

Ashim: Hi, Fatiha. I am good. And you?

Fatiha: I am fine. Thank you.

Ashim: That's great!

Fathia: How old are you?

Ashim: I am eight. How about you?

Fatiha: I am seven.

B. Now complete the following dialogue. Use your name or age in the blanks.

A: Hello, ...How are you today?

B: Hi, ... I am good. And you?

A: I am just fine.

B: That's great!

A: How old are you?

B. I am .... (age).

How about you?

A. Umm...I am ....

C. Now, in pairs act out the dialogue.

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Farewells

A. Listen and repeat.

Ahona : Hello Hridi. How are you?

Hridi : I am good. And you?

Ahona : I am okay. But I have a class now.

Hridi : Really!

Ahona : Yes. I think I have to go now.

Hridi : Goodbye, Ahona.

Ahona : Goodbye, Hridi.

Hridi : See you again. Bye.

B. Now, complete and act out the dialogue in pairs.Use your real name.

A : Hello .... How .... you?

B : Hi .... I .... good. And you?

A : I am .... I have a class now.

B : Oh, really.

A : Yes. I think I .... to go now.

B : Sure. Goodbye.

A : See you again............. !

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C. Now recite the rhyme, and learn some more farewell words.

Bye Bye

Bye bye, butterfly.
Take care, Polar bear!

After a while, crocodile.
Got to go, buffalo!

See you later, Alligator.
See you soon, Penguin.

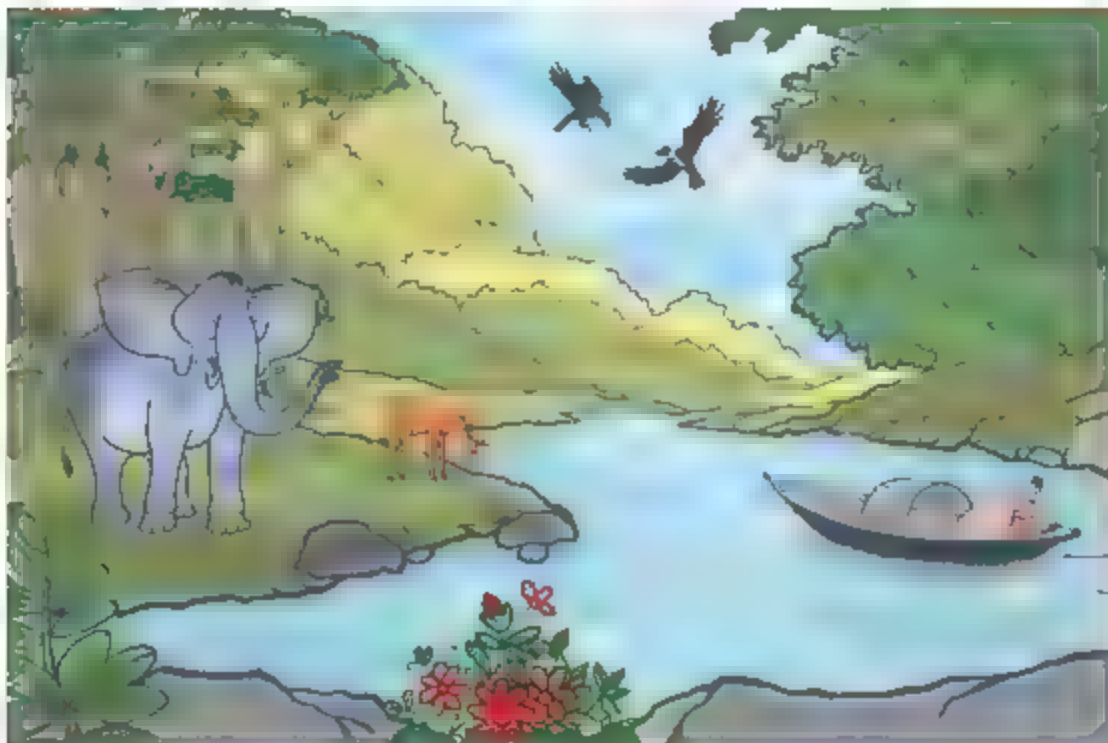
Take a bow, brown cow!
Give me a hug, lady bug.

Out the door, dinosaur.
On the bus, octopus.

So long, King Kong!
2025

The Alphabet, Words and Numbers

Words with a A— e E

A. Look at the picture. Listen and say the names.

B. Look, listen and say. Read.

a A　　b B　　c C　　d D　　e E

ant　　boat　　crow　　deer　　ear

Words with a A— e E

C. Read. Trace and write.

ant

boat

crow

deer

ear

D. Rearrange the letters to make words. Or rearrange the wooden / plastic letters to make the following words.

t a n

l b a l

a r e

b a o t

c w o r

e d e r

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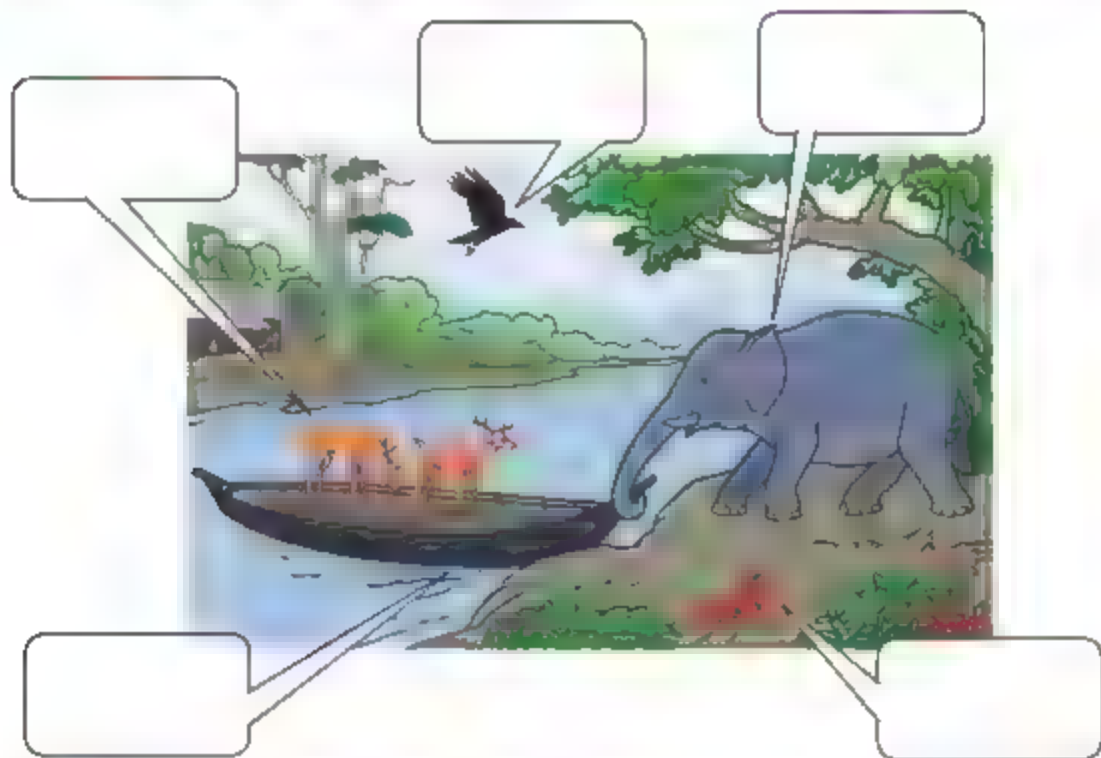
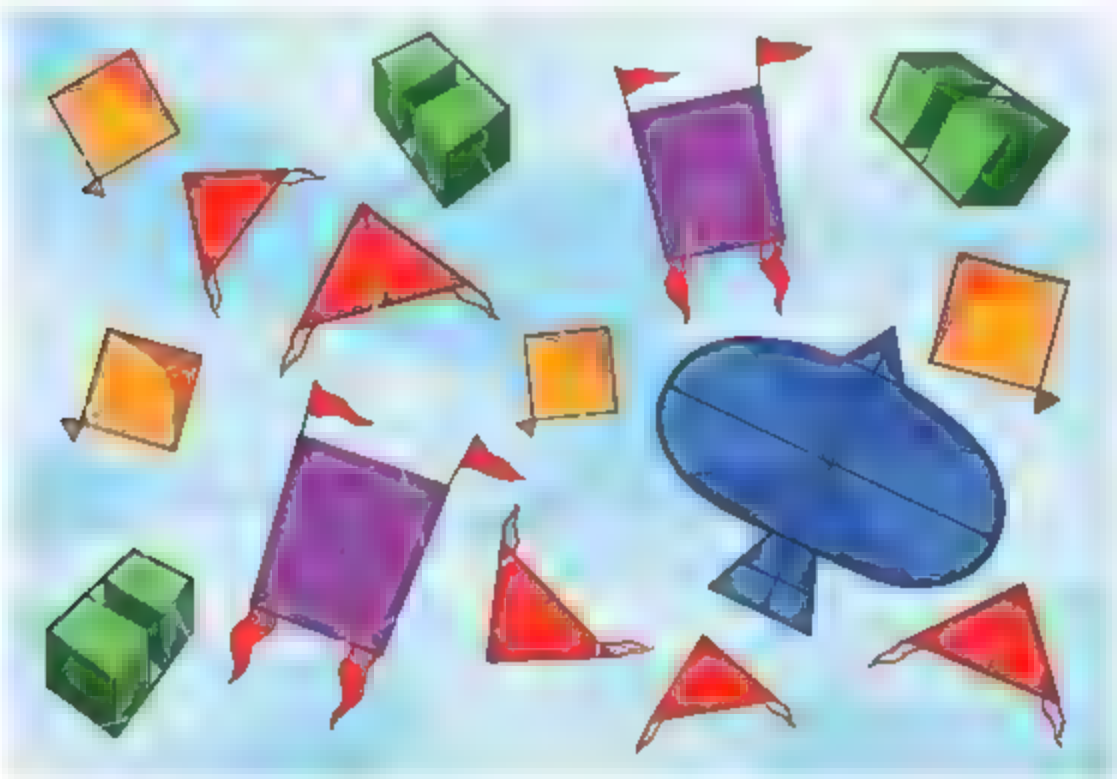
E. Write the names beside the pictures.

F. Read the words and match them with the pictures you like.

G. Play the game in groups. Every student takes in hand a letter card or wooden/plastic letter. Stand in a line and show your letters to make a word like dog, cat and crow. Then make that animal's sound and movement.

Numbers 1-5

A. Look at the picture. Count the different types of kite.

B. Look, listen and say. Count and read.

Numbers 1-5

C. Read. Trace and write.

one

two

three

four

five

D. Read, count and match. Write the numbers in words.
Circle your favourite flowers.

5 ....

3 ....

4 ....

1 ....

2 ....

E. Match the number cards or wooden or plastic numbers 1-5 with their word cards.

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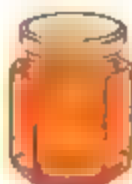
Words for f F — j J

A. Look at the picture. Listen and say the names.

B. Look, listen and say. Read.

f F	g G	h H	i I	j J
frog	garlic	honey	island	jute

2025

Words for f F — j J

C. Read. Trace and write.

frog frog

garlic

honey

island

jute

D. Rearrange the letters to make words. Or rearrange the wooden / plastic letters to make the following words.

h o e y n

i s a l d n

r f g o

u e t j

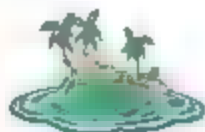
g r a i l c

i h f s

Words for f F — j J

E. Read and match. Circle your favourite animal/ animals.

fish
jute
hen
island
goat
insects
garlic
frog
jug
honey

F. Write the names of the pictures.

G. Play the game in groups.

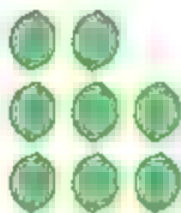
Every student takes in hand a letter card or wooden/ plastic letter. Stand in a line and show your letters to make a word like frog, insects, goat, hen. Then make that animal's sound and movement.

2025

Numbers 6-10

A. Look at the picture. Tell what you see.

B. Look, listen and say. Count and read.

Numbers 6-10

C. Read. Trace and write.

six

seven

eight

nine

ten

D. Read and rearrange the letters (or wooden/ plastic letters) to make words. Then match them with the figures.

6	eitgh	....
7	nein	....
9	etn	....
8	isx	....
10	seevn	

D. Write the numbers from 1 to 10 in word. Read.

2025

Rhyme

A. Look at the pictures. Say what you see.

B. Look, listen and recite.

Little Seed

I plant a little seed
In the ground.

Out comes the sun,
Big and round.

Down come the rain drops,
Soft and slow.

Up comes a flower,
Grow, grow, grow!

C. Recite the rhyme and act it out.

D. Project work: Plant a seed in the ground or in a tub. Take care and draw pictures of different stages.

Words for k K— o O

A. Look at the picture. Listen and say the names.

B. Look, listen and say. Read.

k K   l L   m M   n N   o O

kitten   ladder   monkey   nest   orange

2025

Words for k K— o O

C. Read. Trace and write.

kitten

ladder

monkey

nest

orange

D. Rearrange the letters to make words in the box. Or rearrange the wooden / plastic letters to make the following words.

t n s e

m o n o

k t i t n e

o a r g e n

l d d a r e

m o k n e y

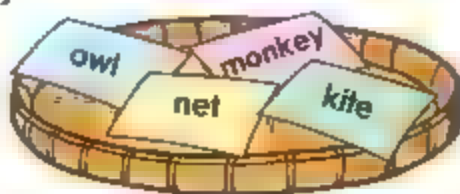
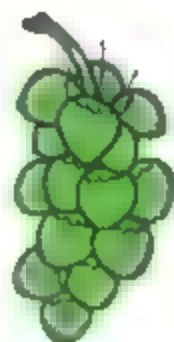
2025

Words for k K— o O

E. Read and match. Then draw which one you like.

F. Write the names beside the pictures.

G. Game. Pick up a word card from the basket. If you pick up the word "monkey", show what it is by miming. (Continue .....)

Numbers 11-15

A. Listen, say and count after your teacher. Read.

11 12 13 14 15

B. Read and write.

11 12 13 14 15

C. Game.

Pairwork : Every student takes a number card or wooden or plastic number in figures 1 to 5. They make numbers like 11/12/13/14/15 and write them down.
(Continue......)

Words for p P—t T

A. Look at the picture. Listen and say the names.

B. Look, listen and say. Read.

p P   q Q   r R   s S   t T

pen   quilt   robot   star   telescope

Words for p P—t T

C. Read. Trace and write.

pen

quilt quilt

robot robot

star

telescope

D. Rearrange the letters to make words in the box. Or rearrange the wooden / plastic letters to make the following words.

e p n

q u t i l

r s a t

t e e l s c o e p

k y s

r o t b o

Words for p P—t T

E. Read and match. Then draw which one you like.

robot

rat

turtle

sun

telescope

queen

F. Write the name of the objects.

G. Game. Pick up a slip of paper from the basket. If you pick up a word "robot/telescope/rocket", you will act out its uses. (Continue .....)

2025

Numbers 16-20

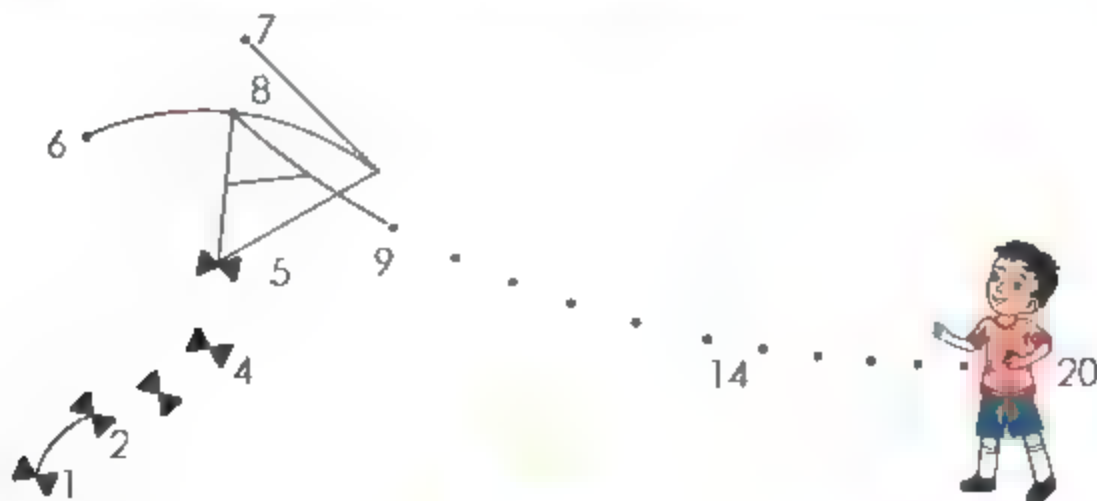
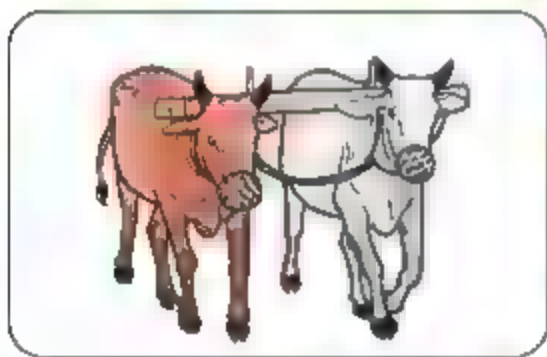
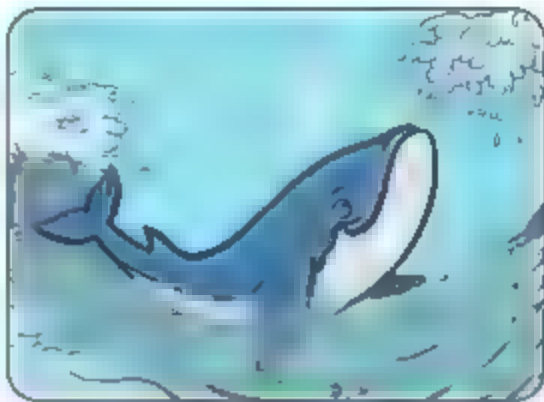
A. Listen, say and count after your teacher. Read.

B. Read and write.

16 17 18 19 20

....

C. Write the missing numbers in the correct order. Connect the dots and lines to draw a picture. Colour the picture.

Words for u U—z Z

A. Look at the picture. Listen and say the names.

B. Look, listen and say. Read.

u U v V w W x X y Y z Z

uniform vase whale x ray yoke zebra

2025

Words for u U—z Z

C. Read. Trace and write.

uniform

vase

whale

x-ray

yoke

zebra

D. Rearrange the letters to make words. Or rearrange the wooden / plastic letters to make the following words.

v a e s

o k y e

w l e a h

x- a y r

u i n f o m r

e z b a r

E. Read and match. Draw which one you like.

uniform

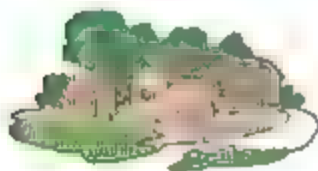
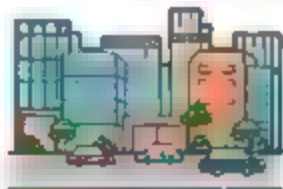
x-ray

whale

yoke

water

zebra

F. Read the words and circle your favourite picture/pictures. Share with your friends.

village

town

uniform

no uniform

fast foods

vegetables

G. Game. Pick up a slip of paper from the basket. If you pick up a word- "umbrella/van/vase/wave/X-ray/yoyo", you will act out its uses.

(Continue .....)

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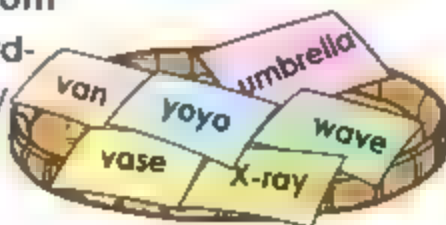

Numbers 21-25

A. Listen, say and count after your teacher. Read.

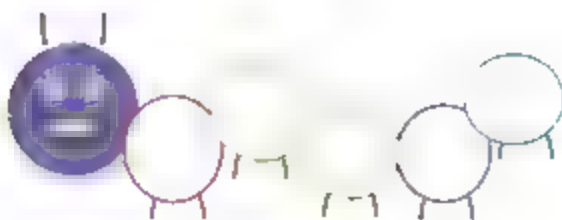
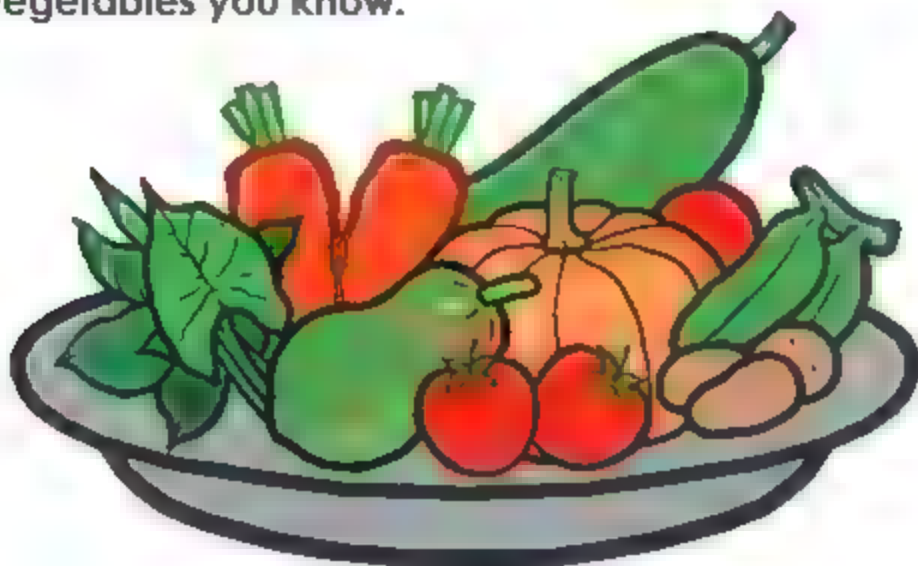
21 22 23 24 25

B. Read and write.

21 22 23 24 25

C. Read the following numbers and then write the numbers in the circles in order.

23 21 25 22 24

Eating vegetables

A. Look at the picture. Ask and answer the names of the vegetables you know.

B. Rhyme. Look, listen and say.

Vegetables

Tomatoes and carrots
Cabbage and peas
Look so yummy
All red and green.

So little children
Eat them everyday
To make you grow
Strong and smart.

C. Recite the rhyme and act out.

2025

Numbers 26-30

A. Listen, say and count after your teacher. Read.

26 27 28 29 30

B. Read and write.

26 27 28

29 30

C. Game.

Teacher will distribute number cards or wooden or plastic numbers like 0, 2, 3 6, 7, 8, 9 Then teacher will say any number like 28 Students who get these two cards (2 and 8) will make the number and show it in the class (Continue.......)

D. Write the numbers from 1 to 30. Read.

2025

Commands, Instructions and Requests

Classroom Commands

A. Look at the pictures. Can you guess the commands for each picture? In pairs, try to say the commands for each picture.

B. Now, Listen and repeat the following commands. Role play.

a. Raise your hand.

b. Sit down.

c. Stand up.

d. Clean the board.

e. Be quiet.

f. Close your book.

g. Come here.

h. Write your name

i. Clap your hands.

j. Open your book.

2025

C. Work in pairs. Match each of the commands (a-j) in section B with the pictures in section A.

D. Listen and repeat the dialogues in the boxes.

Teacher : Hello, students! Listen carefully.

Students : Sure, teacher.

Teacher : Hello Noboni, show me your book.

Noboni : Here it is, teacher.

Teacher : Hello, Abeer, come here. Write your name on the board.

Abeer : Sure, I will.

Teacher : Well done, Abeer. Clean the board and go back to your seat.

Abeer : Thank you, teacher.

Teacher : Monali, come to the front. Now, draw a circle on the board.

Monali : Here we go, teacher.

Teacher : Good job Monali. Thank you.

Monali : You're welcome, teacher.

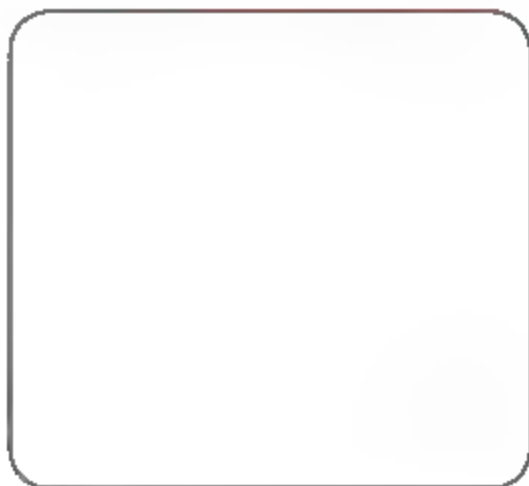
E In pairs, practice the dialogues in D by role play. Use real name where possible.

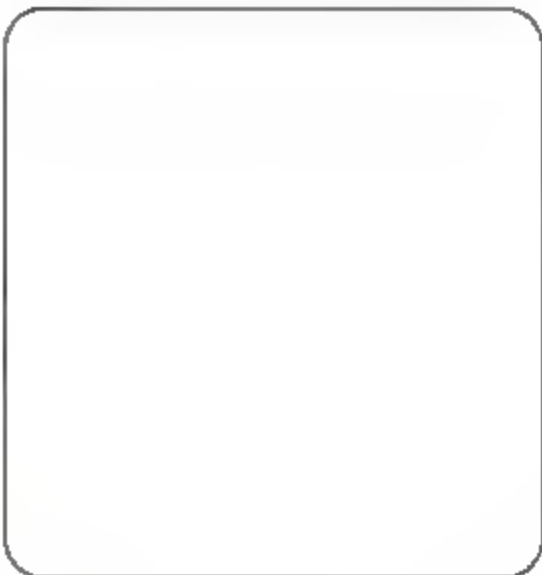
2025

Instructions

A. Listen the instructions and draw.
(The first one is done for you)

1. Draw a straight line.
Draw an arrow below the line.

2. Draw a circle.

3. Draw a flower.
Colour it green and red.

2025

B. **Look at and listen to the classroom instructions.**
Now, in pairs, read the rules aloud.

C. **Project: Make a poster with five Golden Rules below.**
Display your poster in your class.

Making requests

A. Listen and act out the dialogues.

Dialogue 1: In the library

Hillol : Excuse me Rita.

Can I borrow your eraser, please?

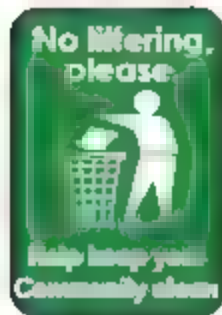
Rita: Oh, yes. Why not? Here it is.

Hillol: Thank you so much.

Rita: My pleasure.

B. Listen and follow the requests given in the box. Match each request with a sign.

Please show your ticket.

No littering, please.

Please turn off your phone here.

Please wash your hands clean.

Asking and Answering Questions

Good and bad habits 1

A. Look and say. What is the boy doing?

- ☐ go to school
- ☐ go to bed
- ☐ play football
- ☐ brush teeth
- ☐ read book
- ☐ get up
- ☐ have breakfast

B. Group work. Is the boy doing the activities in section A in the right order? If not, rearrange the activities by putting the numbers in the boxes properly. Share with other groups.

Good and bad habits 1

C. Look, listen and say.

Tasin : When do you get up?
Teacher : I get up early in the morning.

S1 : Hello, Mahin. When do you brush your teeth?
S2 : I brush my teeth after breakfast and dinner.

Continue ....)

D. Ask and answer in pairs.

(Continue ....)

E. Role play. Close your eyes and point to any picture in section A. Open your eyes and act out according to the picture.

(Continue .....)

2025

What do you like? 1

A. What do you see in the pictures? Choose one favourite item from each box.

B. Look, listen and say.

a guava

a banana

an orange

a papaya

S1 : Do you like banana?

S2 : Yes, do. Or No, I don't. I like mango

(Continue ... .)

C. Ask and answer in pairs.

S1 : Do you like mango?

S2 : Yes, I like.

S2 : Do you like orange?

S1 : No, I don't.

(Continue ....)

2025

What do you like? 2

A. What do you see in the pictures? Circle your favourite picture.

B. Look, listen and say.

Do you like kabadi?

Yes I do. /
No I don't.

S1: Do you like cricket?

S2: Yes, I do. Or No, I don't. I like football.

(Continue ....)

C. Pair work. Show a picture of activity A and ask a question on the picture Your partner will answer the question.

S1 . Do you like to go on a picnic?

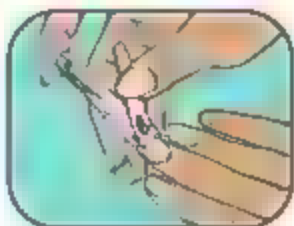
S2 Yes, I like to. Or, no, I don't I ike to go on a study tour.

S2 : Do you like dancing?

S1 · Yes, I do Or, no, I don't. I like singing.

(Continue .....)

Good and bad habits 2

A. Look and say. Circle the good habits.

B. Look, listen and say.

What do you do in the evening?

I study in the evening

S1: What do you do in the morning?

S2: I have breakfast in the morning.

S2 : How do you cross a road?

S1: I cross a road using the foot over-bridge.

(Continue ....)

C. Pair work. Show a picture of activity A and ask a question about the picture. Your partner will answer the question.

S1 : How do you cross a road ?

S2 : I cross a road using the foot over bridge

S2 : How do you cut your nails?

S1 : I cut my nails by a nail cutter.

(Continue .....)

2025

Living place

A. Look and say. Circle the picture where you live.

a village

a city

a small town

B. Look, listen and say.

(Continue ....)

S1: Where do you live?
S2: I live in a village.
S2: Where do you live?
S1: I live in a small town.
(Continue ....)

C. Ask and answer questions in pairs.

S1 : Where do you live?
S2 : I live in Kushtia town.
S2 : Where do you live?
S1 : I live in a city.
(Continue .....)

2025

Days of the Week

Days

A. Listen and say.

Days of the week

- Sunday
- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday

Days

B. Chain drill.

S1: Sunday
S2: Monday
S3:
S4:
S5:
S6:
S7:
S8 : Sunday
S9: ____________
(Continue .....)

2025

Seven days in a week

A. Look, listen and say.

JANUARY 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Seven Days in a Week

I look at my calendar and what do I see?

There are seven days in a row for me.

Sunday, Monday, Tuesday too

Wednesday, Thursday is next true.

Friday, Saturday come and then

Sunday comes around again.

2025

B. Trace and write.

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Today is

C. Now, copy the names of the days in your exercise book.

2025

What day is today?

A. Listen and say.

How many days are there in a week?

7 days

What day is today?

It's ....

B. Pairwork. Ask and answer.

S1: How many days are there in a week?
S2: ....

S1: What are they?
S2: ....

S1: What day is today?
S2 . ...
(Continue .. ..)

2025

What day is today?

C. Chain drill.

S1: What day is today?

S2: ... . (name of the day, say, it is Monday)

S2: What day comes after Monday?

S3: Tuesday What day comes after Tuesday?

S4: ....

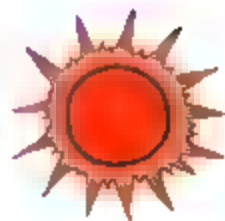
(Continue ....)

D. Look for the days in the box and say their names. Colour the days you have found. Use seven different colours. One is done for you.

				W						
		T	u	e	s	d	a	y		
	M	o	n	d	a	y				
		S	u	n	d	a	y			
				e						
T	h	u	r	s	d	a	y			
	F	r	i	d	a	y				
			S	a	t	u	r	d	a	y
				y						

E. Now, close your book and write the names of the days.

2025

Rima and the seed

A. Look, listen and say.

B. Look at the pictures. Now number the pictures 1-4 according to order.

2025

How does a plant grow?

A. Look, listen and say.

On Sunday, Rima's father gives her a seed.

On Monday, Rima puts soil in a pot.

She then puts the seed into the soil.

Rima waters the seed on Tuesday.

How does a plant grow?

B. Look, listen and say.

On Wednesday, Rima puts the pot in the sun.

Rima waters the seed again on Thursday.

On Friday, Rima waits.

On Saturday, Rima sees something in the pot. It's a small plant with two leaves!

2025

How does a plant grow?

C. Put the sentences in the correct order. Number them from 1-4.

☐ Rima puts the pot in the sun.

☐ Rima's father gives her a seed.

☐ There's a small plant!

☐ Rima puts the seed in the pot.

D. Say and write the missing days.

Sunday ....

Tuesday ....

Thursday ....

....

Two little birds

A. Listen, repeat after your teacher and enjoy the rhyme. Colour the pictures.

Two little birds

On Sunday, I saw
two eggs in the nest.

On Monday, there were
two little birds instead.

On Tuesday, as the day began
the little birds twittered and sang.

2025

Two little birds

On Wednesday, the little birds
hopped and danced.

On Thursday, the little birds
sat on a branch.

On Friday, the little birds
began to play.

On Saturday, the little birds
happily, flew away.

Two little birds

B. **Copy the rhyme neatly in your exercise book.**

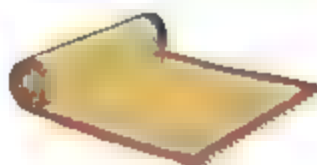
C. **Work in pairs. Read the rhyme again. Ask and answer the following questions.**

1. What was in the nest on Sunday?
2. When did the two birds come out of the eggs?
3. What did the birds do on Thrusday?
4. When did the birds fly away?

D. **Now, write the answers in your exercise book.**

Let's Play with Sounds

Say the initial (beginning) sounds 1

A. **Look at the pictures. Listen and say.**

B. **Listen and say the initial sounds and the words.**

a (/æ/)—ant   a—apple m (/m/)—mat   m—man

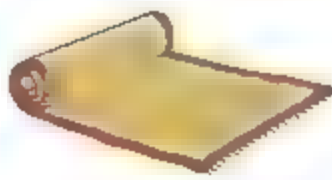
Example:

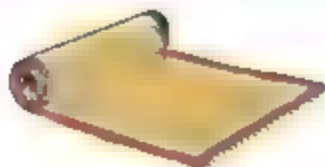
T: a — Ss: a

T: a—ant — Ss: a—ant

T: ant — Ss: ant

C. **Listen to the words and circle the initial sounds. One is done for you.**

Say the initial (beginning) sounds 1

D. **Look at the pictures and say the words. Then write the words and say them in groups and then individually again. One is done for you.**

_ant_____ ______ ______ ______

Example:

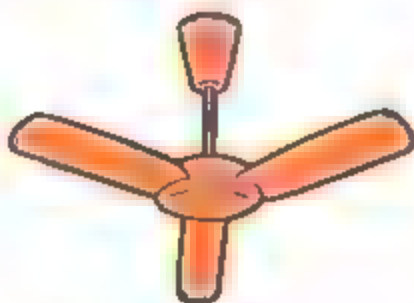
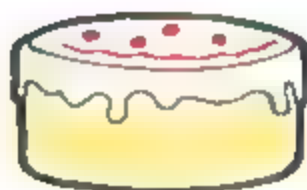
SS: ant

S1: ant Continue...

E. **Say each pairs of the words. Then write S (same) against the pair with the same initial sounds. Write D (different) against the pair with the different initial sounds. One is done for you.**

1. apple	mat	D
2. man	mat	
3. apple	fan	
4. ant	ash	
5. man	fan	

Say the initial (beginning) sounds 2

A. Look at the pictures. Listen and say the words.

B. Listen, say the initial sounds and the words.

b—bag   f—fan   t—top   c—cake

C. Say each pair of the following words. Then write S (same) against the pair with the same initial sounds, and write D (different) against the pair with different initial sounds. One is done for you.

1. cot	cat	S
2. fan	apple	
3. bag	bed	
4. cake	take	
5. man	men	

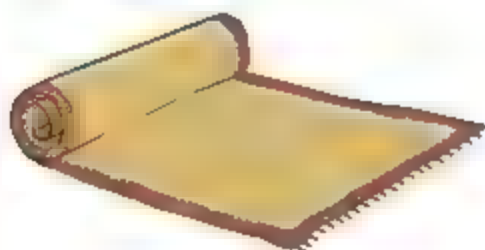
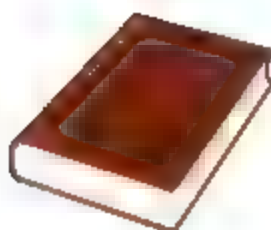
2025

D. **Look at the pictures and say the words in groups and then say the words individually. One is done for you.**

SS: mat
S1: mat

tap

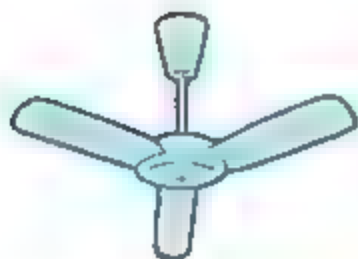
book

cap

Continue . . . .

Say the final (end) sounds 1

A. Look, listen and say the words.

cat

bat

fan

van

B. Listen and say the words, and then say the final sounds. Now, say the words again.

cat   bat   fan   van

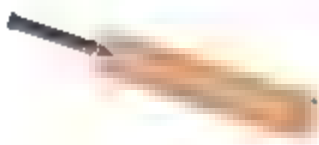
Example:

T: cat—t	Ss: cat—t
T: t	Ss: t
T: cat	Ss: cat
T: bat	Ss bat

(Continue ......)

2025

Say the final (end) sounds 1

C. Look at the pictures and complete the words.

Then say the words and their final sounds.

Example :

T: fan   Ss: fan

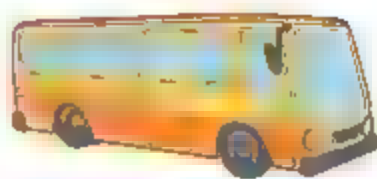
T: n   Ss: n

S1: n

Continuee .... .

D. Say each pair of the following words. Then write S (same) against the pair with the same final sounds, and write D (different) against the pair with the different final sounds.

1. bat	van	☐
2. vat	rat	☐
3. fan	fat	☐
4. mat	hat	☐
5. pan	pet	☐

Say the final (end) sounds 2

A. Look, listen and say the words.

B. Listen and say the final sounds.

red—d ball—l dog—g bus—s

Example:

T: red—d	Ss: red—d
T: bus	Ss: s
T: bus	S1: s

Continue......

C. Look at the pictures and write the words. Then say the words.

Say the final (end) sounds 2

D. Read these words aloud.

road frog net shop jeep goat pass make

Now say the final sounds of the above words.

Example:

T: road Ss: d

S1 d

Continue . . . . . .

E. Say each pair of the following words. Then write S (same) against the pair with the same final sounds, and write D (different) against the pair with different final sounds.

jug	flag	☐
mug	map	
lotus	bus	
rod	cot	
goat	road	
ta[illegible]	bell	

Colours, Shapes and Signs

Colours

A. Look, listen and say.

Red, red, red
The rose is red.

Green, green, green
The parrot is green.

Blue, blue, blue
The sky is blue.

Violet, violet, violet
The balloon is violet.

Orange, orange, orange
The carrot is orange.

Yellow, yellow, yellow
The banana is yellow.

Indigo, indigo, indigo
The kite is indigo.

B. Look, listen and say.

This colour is red.
red

This colour is green.
green

This colour is yellow.
yellow

This colour is violet.
violet

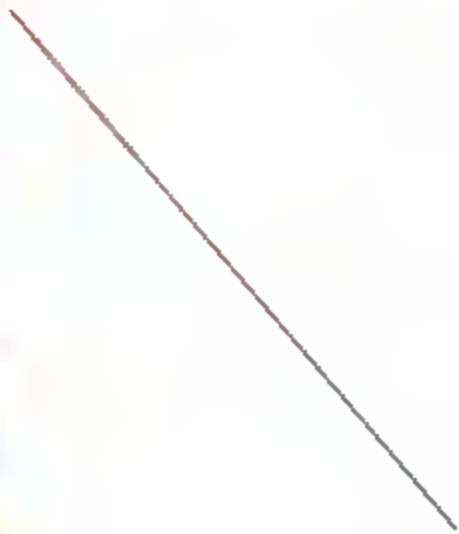
This colour is blue.
blue

This colour is orange.
orange

This colour is indigo.
indigo

2025

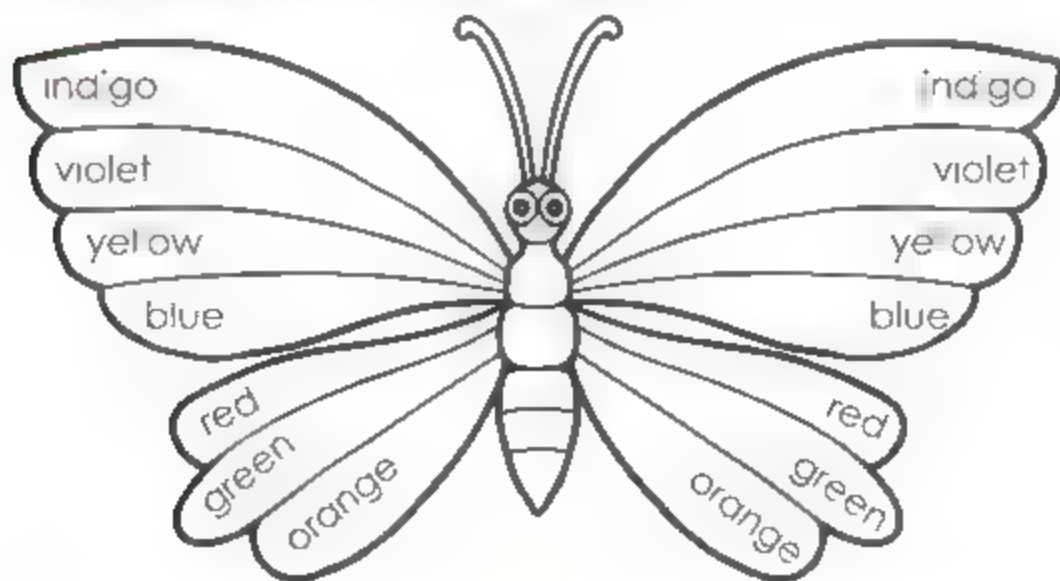
C. Look at the objects in different pictures. Point to the objects and say what colour they are.

D. Match the pictures with the names of the colour. One is done for you.

Rainbow

A. Look, listen and repeat after your teacher.

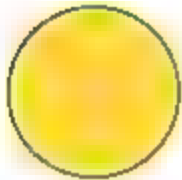
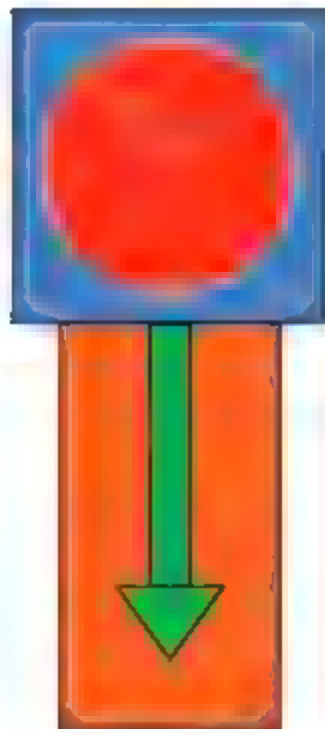
Seven Colours Make a Rainbow

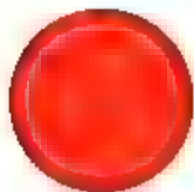
Do you know? Do you know?
Seven colours make a rainbow?
Red, orange and yellow,
Green and blue,
Violet, indigo too!
Raindrops and sunlight
Make the colours look so bright!

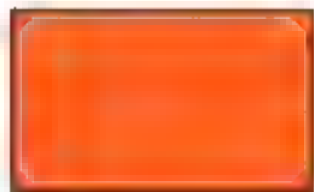
B. Look at the picture. Read and colour .

C. Draw a rainbow and colour it. As you draw, recite the rhyme.

2025

D. **Write the name of the colour in the box.**

Shapes and sizes

A. **Look at the picture and say what you see.**

B. **Draw the grand clock and colour it.**

C. **Look, listen and say. Trace the shapes in air.**

circle square triangle rectangle

2025

D. Write A under the circle, B under the square, C under the triangle and D under the rectangle. Colour them.

E. Read and match them with the pictures.
One is done for you.

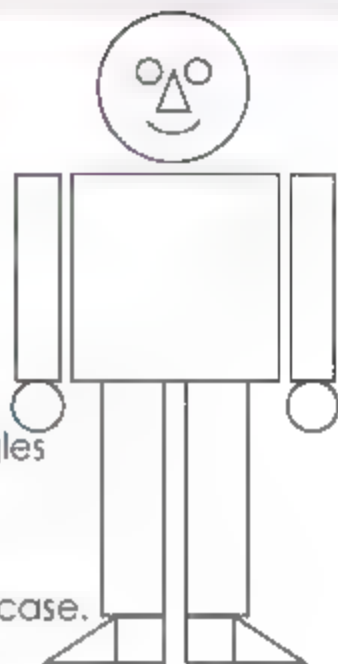
F. Look for the different shapes in your classroom and say what shapes they are.

G. Say, draw and colour.

More about shapes

A. Look at Mr. Shape and talk about it.
Why the picture is called Mr. Shape?

Mr. Shape

I am Mr. Shape, look at me.
I have circles, squares, triangles and rectangles
As many as there could be.
My eyes are round and so is my face,
My body is square if you haven't noticed, in case.
My arms are rectangles and so are my legs.
My hands are circles and my feet are triangles, you see.

Now, can you colour me?

B. Look at Mr. Shape, count the different shapes and write.

Mr. Shape has:

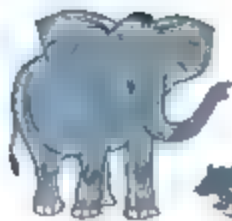
circles.

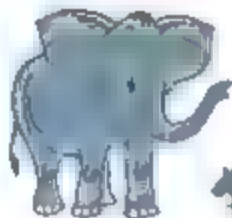
squares.

triangles.

rectangles.

C. Project work. Make the grand clock with paper, colour it and display it on the wall of your classroom.

Sizes

A. Look, listen and say.

B. Point and say.

C. Listen and circle the picture.

D. **Look at the pictures in Section C and say what things are big and what are small. Also say who is tall and who is short.**

It's a fat cow.

It's a thin cow

What is it?

Is it a cow?

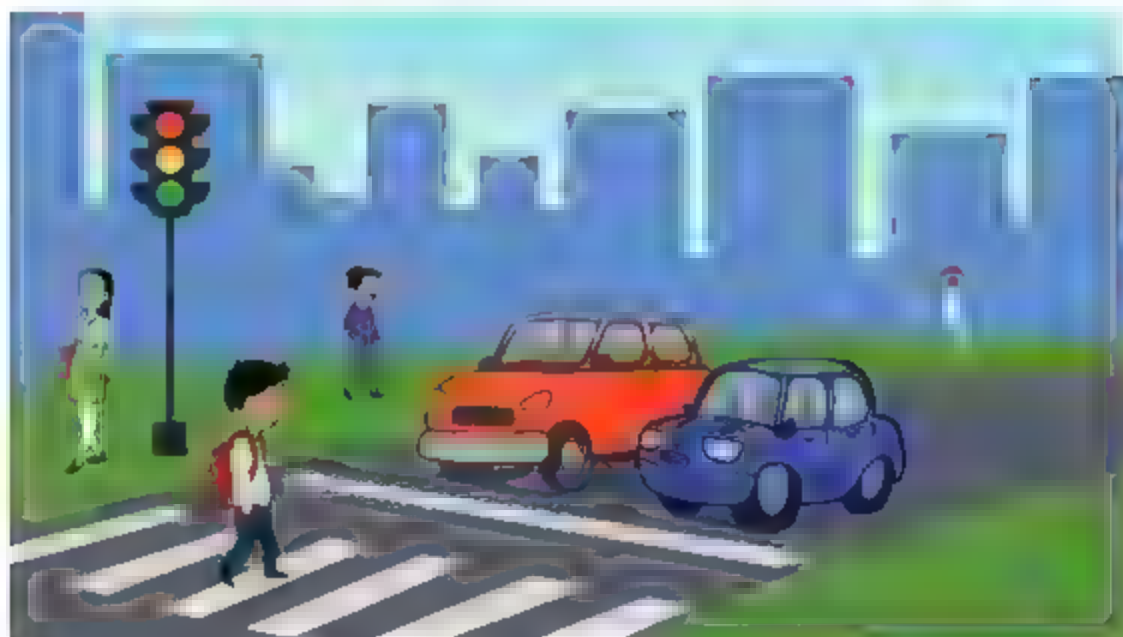
Yes, it is!
It's fat.

Now, it's my turn.
It's small.

continue. . .

E. **Say, draw and colour.**

Road signs

A. Look, listen and say.

Red light, red light,
What do you say?
I say stop, and stop right away.
Yellow light, yellow light,
What do you mean?
I mean wait, till the light is green.
Green light, green light,
What do you say?
I say go, go right away.

Road signs

B. Look, read and say.

Say what the car will do?

Green light says go

Red light says stop

Yellow light says wait

C. Ask and answer .

1. Which sign tells a car to stop?
2. Which sign tells a car to wait?
3. Which sign tells a car to go?

D. Now write the answers in your exercise book.

E. What do you see in the picture? Make flash card with the signs.

Signal Ahead

No horn

Do not enter

School ahead

U-Turn

No U-Turn

No parking

Turn right
Turn left

Zebra crossing

2025

Road signs

F. Game. S1 will drive a car along the road and S2 will show the flash cards of various road signs. S1 will follow the signs as they drive along the imaginary road. In this way, S1 and S2 will take turns and play the game until all the signs are used.

My Family, Friends and I

Myself

A. Look at the picture. What do you see?

B. Chain drill. Ask and answer about yourselves (your name, age and what you do).

S1. Hello, I am ...... (name). I am 7 years old.
I am a student. Who are you?

S2 : Hello I am ...... (name) I am 6 years old.
I am a student too Who are you?

S3: Hello, I am ....

S4: .... Continue.......

C. Listen to the text and repeat after your teacher.

Myself

My name is Mita I am seven years old. I am a student I am in class 2 I go to school everyday. I do my homework in the evening. I like to draw pictures and colour them. I have a brother I love to play with him.

2025

D. Read the above text in section C.

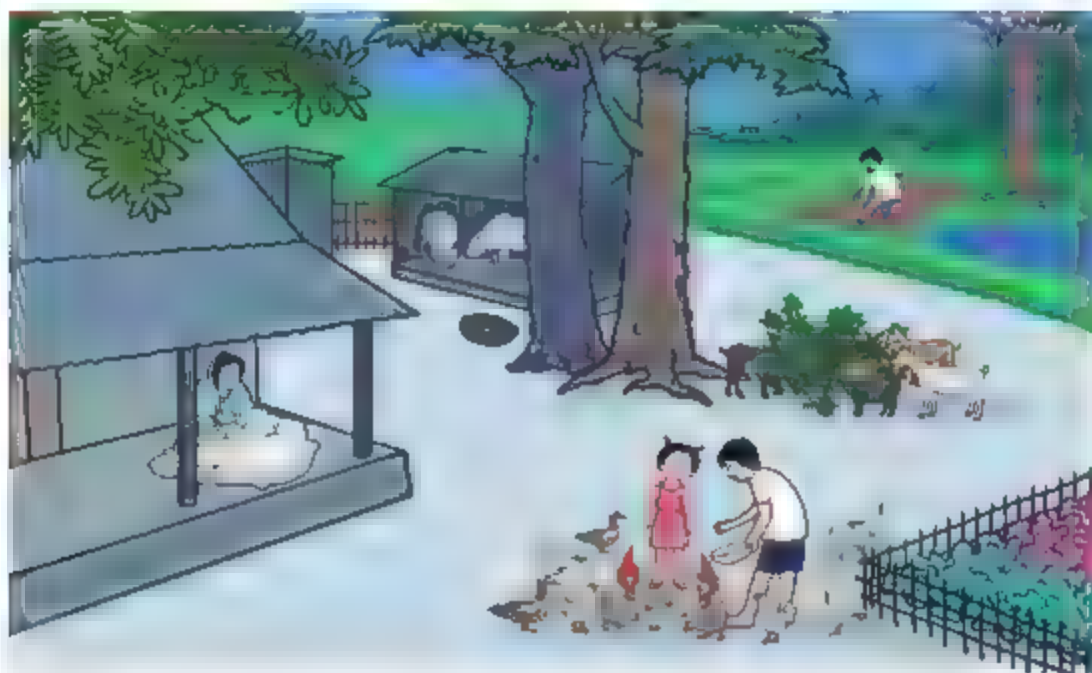
E. Ask and answer the following questions.

1. Who is Mita?
2. How old is she?
3. Which class is she in?
4. When does she do her homework?
5. What does she like to do?

F. Ask and answer the following questions. Write them in your exercise book.

1. What's your name?
2. Which class are you in?
3. When do you do your homework?
4. What do you like to do?
5. Who do you play with?

My mother

A. Look at the picture. What do you see?

1. How many people are there?
2. Name the animals.
3. How many are they?
4. Where are the cows?
5. What are the goats doing?

B. Listen to the teacher and repeat after him/her.

My mother

My mother's name is Rahela Khatun. She is a health worker. She rides a motorbike. She goes from one house to another to monitor the health of the women in the village. She takes care of our family. She is a very good person. I love my mother.

2025

My mother

C. Read the text in section B. Ask and answer the following questions.

1. Who is Mita's mother?
2. What does she do?
3. What does she rides on?
4. What does she take care of?

D. Pairwork.

S1: What's your mother's name? What does she do?

S2: My mother's name is . . . . . . (name of the student's mother).

She 's a . . .. (name of the profession/work)

S3: What's your mother's name? What does she do?

S4: (will answer)...

Continue...

E. Read the text in B again. Now fill in the blanks with suitable word/s.

(a) Rahela Khatun is ....

(b) She .... motorbike.

(c) She monitor the health of the .. .. . .

(c) Rahela Khatun takes care of her .. ..

2025

My father

A. What do you see in the picture?

B. Read the text below.

My father

My father's name is Akbar Ali. He is a farmer. He works in other people's field. He helps my mother to look after us. He also cooks for us. He takes care of the animals too.

C. Ask and answer the following questions.

1. What's the name of Mita's father?
2. What does he do?
3. Where does he work?
4. How does he help mother?

My father

D. Ask and answer questions. Write them in your exercise book.

1. What's your mother's name? (Student's mother's name)
2. What does she do?
3. What's your father's name?
4. What does he do?
5. How does he help in the family?

2025

My brother

A. Look at the picture. What do you see?

B. Read the text below.

My brother

This is my brother Kamal. He is ten years old. He is in class five. He helps me with my homework. He loves to play. We play together. My brother helps our parents. Our parents love us very much. We are a happy family.

C. Read the above text and fill in the blanks.

1. Kamal is.................. old.
2. He is in class........... .
3. He helps Mita with her............ .
4. He loves to play.............. .

My brother

D. Pair work. Ask and answer these questions about yourselves.

1. How many brothers and sisters do you have?
2. How old's your brother / sister?
3. What does your brother / sister do?
4. Who helps you with your homework?

E. Now write down the answers to the questions in D above.

F. Fill in the blanks with *a, an, the.*

Mita 's . .. girl. She has .... brother. Mita has ...egg every morning. Their mother is .... health worker. Their father is .... farmer. He needs .... umbrella to go to work.

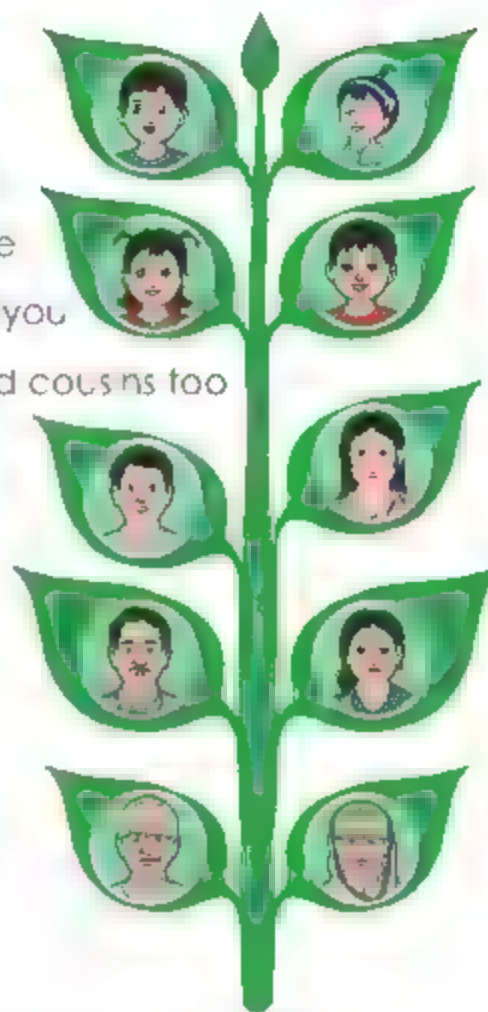
G. Put , (coma), . (full stop), and ? (question mark).

2025

A rhyme

A. **Listen to the rhyme and recite with your teacher.**

Family

Come with me, and meet my family
Mother, father, sister, brother and me
There are some more members I tell you
Grandpa, grandma, uncle, aunt and cousins too
We spend time together
And help one another.
I love them, and they love me
We are all a happy family.

B. **Group work . Read the rhyme and find out how many members there are in the family.**

C. **Recite the rhyme in chorus.**

Animals and Birds

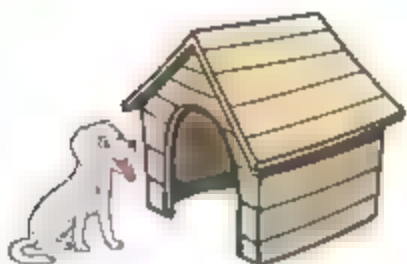
Their living places

A. Look at picture and answer the following questions.

1. What do you see in the picture?
2. How many animals and birds are there?
3. Which animal and bird do you like most?

B. Match the picture with the name.

Their living places

C. Listen to the names of the animals and the birds, point to the right pictures and say the names.

D. Look at the pictures in section C. Listen, say and read after your teacher.

A dog lives in a kennel or doghouse.

A cow lives in a shed or a cowshed.

A monkey lives in a tree.

A parrot lives in a nest or a tree hole.

A tiger lives in a lair

A crow lives in a nest.

A deer lives in a forest.

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Their living places

E. Read the words and match them with the right pictures. One is done for you.

a crow

a monkey

a cow

a parrot

a deer

a dog

a tiger

F. Read each of the following sentences and say true or false. If false, give the right answer.

1. The monkey lives in a tree hole.
2. The cow lives in a forest.
3. The crow lives in a nest.
4. The parrot lives in a tree.

Their food

A. Look, listen and say after teacher.

B. Group work. Make seven meaningful sentences and read them aloud.

A dog		meat.
A cow		grass, leaves etc
A monkey		grass.
A parrot	eats	fruits.
A tiger		meat.
A crow		fruits, nuts, etc.
A deer		grains, insects, etc.

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Their food

C. Read each of the following sentences and say true or false. If false, give the right answer.

1. A tiger eats grass.
2. A parrot eats ants.
3. A monkey eats apples.
4. A deer eats leaves.
5. A cow eats meat.

D. Pairwork. Write the sentenses about the living place and the food of the following animals and birds. One is done for you.

1. A hen: A hen lives in a hen house.
   It eats rice, insects, etc.

2. A goat:

3 A cat:

4. A crow:

5. A lion:

6. A duck:

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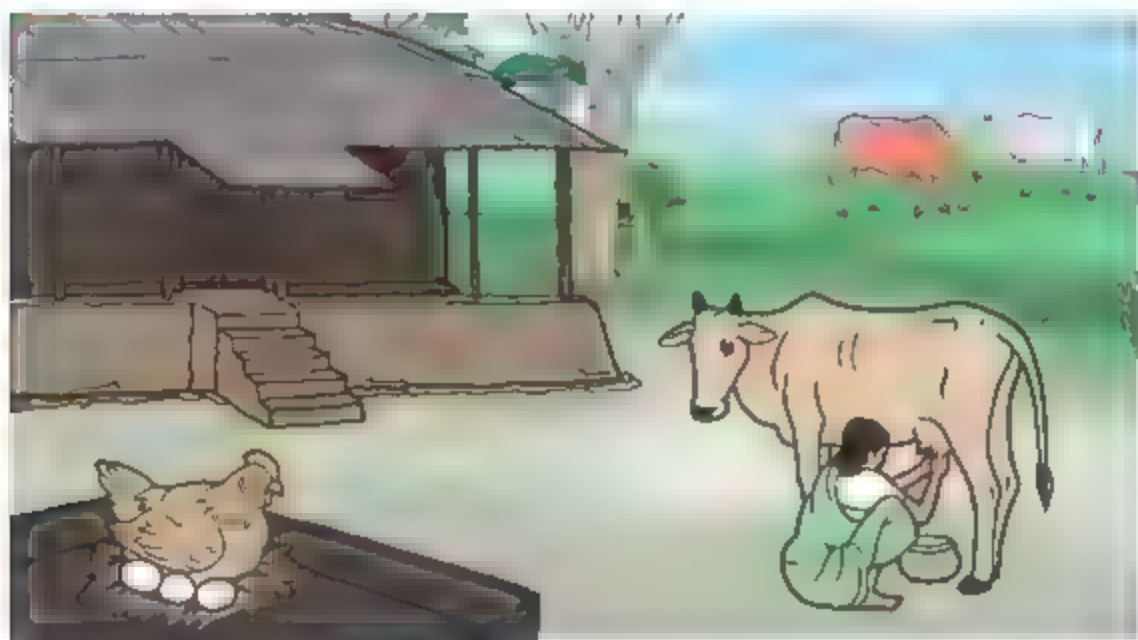
Domestic animals and birds

A. Look, listen, say, and then read after teacher.

A cow is a domestic animal. A hen is a domestic bird. We keep them in our houses. The cow gives us milk. We drink milk. The hen lays eggs for us. We eat eggs.

B. Ask and answer the following questions in pairs.

1. What kind of animal is the cow?
2. What does it give us?
3. What kind of bird is the hen?
4. What does it give us?

C. Write the missing words in the blanks from the box.

animal	house	lives	lays	eggs

A hen is a domestic ________ . It lives in our ________ . It ________ on grains and insects. It ________ eggs. We eat ________ .

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D. **Group work. Write the names of the domestic animals and birds you know.**

E. **Put full stops and question marks in the blanks. Read them aloud in your group.**

Orpa has a pet animal......

It is a cat

Its name is Nini

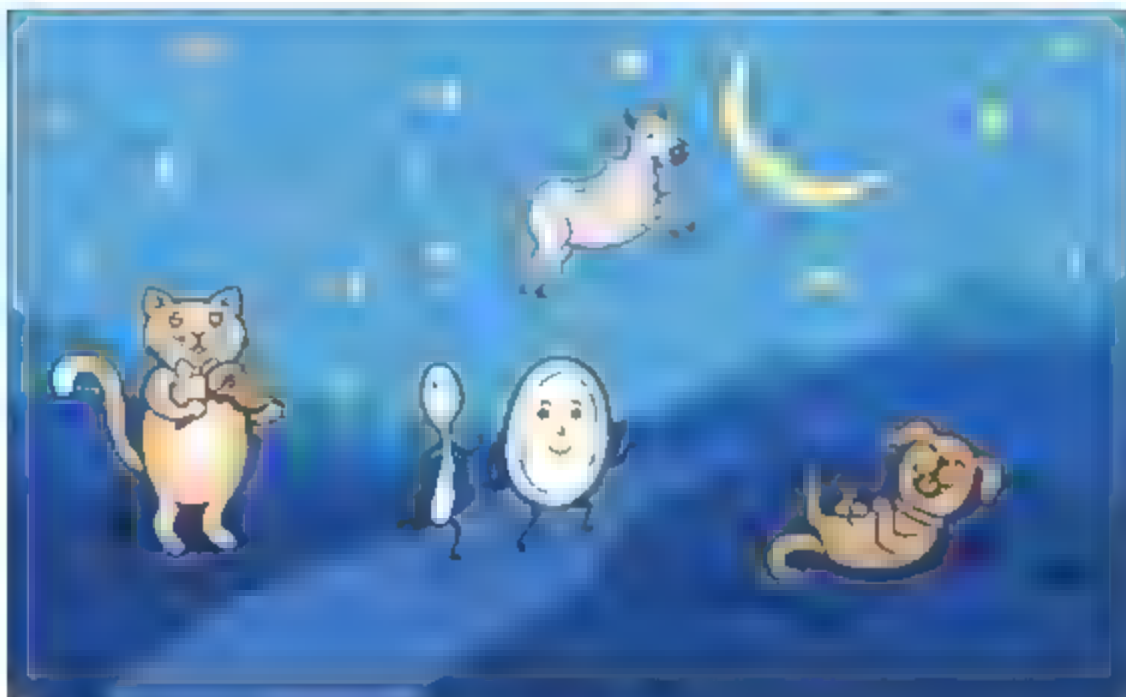
Have you any pet animal

Do you love it

What is its name

F. **Now write 4/5 sentences about your favourite bird or animal.**

A rhyme

A. Look at the picture. Discuss in groups and answer the questions.

1. What do you see in the picture?
2. What is the cat doing?
3. Where is the cow jumping?

B. Listen to and recite the rhyme with teacher.

Hey Diddle, Diddle

Hey diddle, diddle
The cat, and the fiddle,
The cow jumped over the moon.
The little dog laughed to see such sport,
And the dish ran away with the spoon

A rhyme

C. Chain drill. Say each line by turns after teacher.

D. Recite the whole rhyme. Act out the activities from the rhyme such as play the fiddle, jump, laugh, run etc.

E. Draw a picture of your favourite animal or bird. Colour it and display it in the class.

F. Name-game in chain drill. Divide into groups of 4/5. Say the name of an animal or bird each by turns. If you fail to say a name in time or if you repeat any name, you will be out of the game and another group member will continue. The student who will survive to the last will be the winner.

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Story Time

The crow and the jar

A. Look at the pictures. What do you see?

It is a hot summer day. A crow is sitting on a branch of a tree. It is tired and thirsty.

It flies here and there. It is looking for water.

The crow suddenly sees a jar. It is under a nearby tree.

The crow flies to it quickly.

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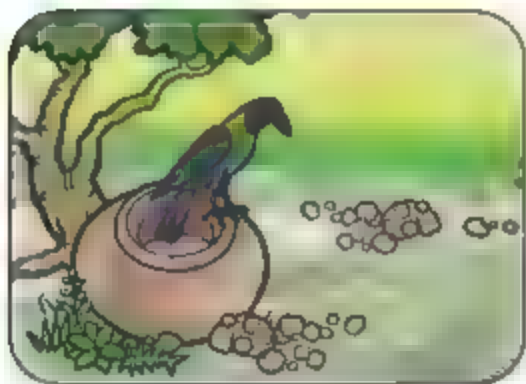
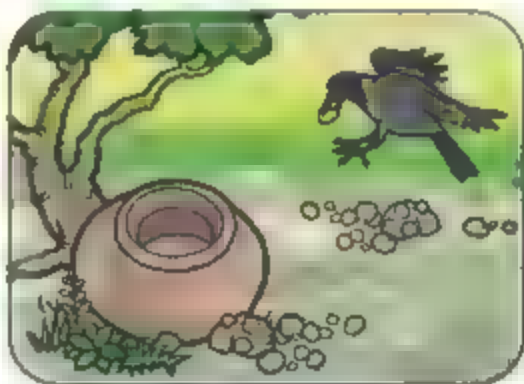
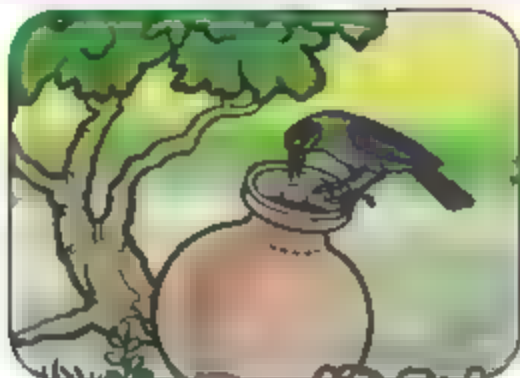
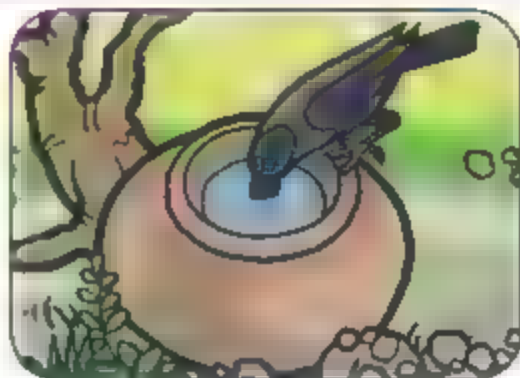
The crow and the jar

The crow flies down to it at last.

The crow sits on the edge of the jar. It looks inside the jar. The water is at the bottom of it.

The crow looks around.

It sees some pebbles near the jar. The crow picks up the pebbles one by one with its beak.

The crow and the jar

Then it drops them into the jar. The water rises to the brim of the jar.

The crow drinks the water.

Then it flies away happily.

Moral of the story: If there is a will, there is a way.

B. **Work in groups and discuss what is happening in the pictures.**

C. **Listen to the story and repeat the sentences after teacher.**

D. **Look, listen and read one sentence each by turns.**

E. **Group work. Read the story again.**
Underline the difficult words. Discuss with your partner and try to understand their meanings in the sentences. If none of you know the meaning, ask your teacher.

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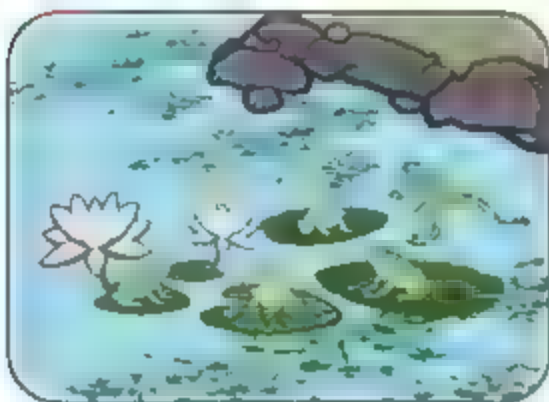
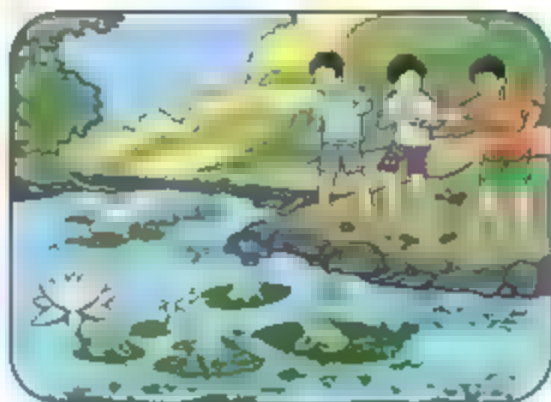
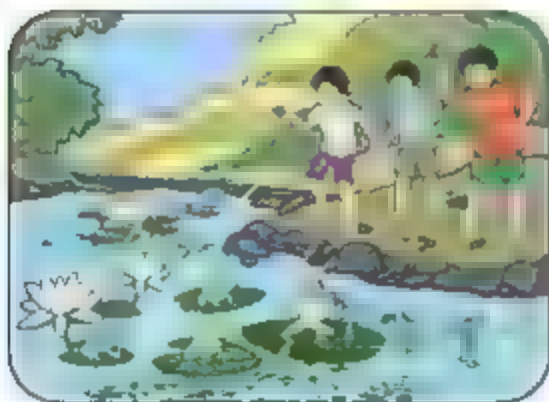
The boys and the frogs

A. Look at the pictures. What can you see in them?

There is a pond in a village. Some boys are passing by the pond. They look at the frogs in the pond and stop there.

Some frogs are playing in the water. The boys find some stones near the road.

Taking the stones they begin to throw them at the frogs. They are laughing and clapping.

But their cruel play kills one of the frogs. The other frogs shout against the killing.

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The boys and the frogs

A brave frog raises its head and cries out, "Stop! Stop!" The boys say, "We are just playing. " The frog says, "Look at the dead frog. What is play to you is death to us."

The boys become very sad. They say, "Sorry, dear Frog. We will never do it again."

Moral of the Story: What is play to one can be death to other.

B. Look at the pictures again and answer the following questions.

1. What are the frogs doing in the pond?
2. What are the boys doing?
3. Why is one frog lying dead?
4. Why are the boys clapping?
5. What do the other frogs do?

C. Listen to the story, and repeat the sentences after your teacher.

D. **Group work. Read each sentence individually in your group. Help each other, if needed.**

E. **Tick the correct answers.**

1. What do the boys see in the pond?
   (a) some stones
   (b) a dead frog
   (c) some frogs

2. What do the boys do when they see the stones? They begin to
   (a) clap their hands with joy.
   (b) throw the stones at each other.
   (c) throw the stones at the frogs.

3.When the boys kill a frog, the other frogs are
   a) silent.
   b) angry.
   c) afraid.

4.What do the boys do before leaving the place at last? They
   (a) clap their hands for the brave frog.
   (b) say that they will never play anymore.
   (c) say that they are sorry for killing the frog.

5.What is the moral of the story?
   (a) Honesty is the best policy.
   (b) Boys should not play any game.
   (c) A thing can be good to you but bad to others.

The boys and the frogs

F. Look at the pictures in A. Read the story again. Discuss the following questions in groups and write answers to them. One is done for you.

1. Where is the pond?
   Ans: The pond is in a village.
2. What do the boys do with the stones?
3. Why do the boys throw stones at the frogs?
4. What happens when the boys throw stones to the frog?
5. What do the other frogs do?
6. What does the brave frog say to the boys?
7. What do the boys say in reply to the frog?

G. Re-write the following sentences using proper capitalization and punctuation marks.

at last the boys understand they become sad are you sad for the frogs what do you learn from the story

H. Look at the pictures again in A and choose any two. Colour the pictures and display them in the classroom.

The end

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Academic Year 2025, Class Two – English

Do not tell a lie.

National Curriculum and Textbook Board, Bangladesh